FILE B

English Language Arts: Reading

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Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) reading items are scored. These pages contain the text for each released item accompanied by the following information.

Multiple-Choice Items

The boxes containing the multiple-choice items also contain the percent of students statewide who chose each answer option. The correct option is asterisked(*).

- **MC#:** the multiple-choice item position in the Class Analysis Report
  One point may be earned for a multiple-choice item.
- **Key:** the letter of the correct answer for the multiple-choice item
- **Type of Text:** whether the reading selection was literary or informational
- **Cluster:** the cluster the item measured
- **Content Standard:** the content standard that the item measured
- **Performance Indicator:** the performance indicator that the item measured

Constructed-Response Items

- **CR#:** the constructed-response item position in the Class Analysis Report
  Up to four points may be earned for a constructed-response item.
- **Type of Text:** whether the reading selection was literary or informational
- **Cluster:** the cluster the item measured
- **Content Standard:** the content standard that the item measured
- **Performance Indicator:** the performance indicator that the item measured
- **Constructed-Response Scoring Guide:** the description of each score point used to determine the score, including the percent of students statewide who received each score and the statewide average student score
- **Training Notes:** in-depth descriptions or particular information used to determine the score
- **Annotated Student Response:** sample student response for each score point with annotations that explain the reasoning behind the assigned score

MEA 2005–2006

English Language Arts: Reading Grade 8

The table below shows the entire MEA reading test design, which is made up of 50% literary passages and 50% informational passages. Half of the common items are released and can be found in this document. Item information for all item types, scoring information (average scores, guides, and training notes) for all constructed-response items, and annotated student responses follow.

2005–2006 MEA READING TEST DESIGN

Content Area	Common			Embedded Field Test			Total Items per Student			Base Testing Time	Points
	MC	CR	SA	MC	CR	SA	MC	CR	SA		
Reading	32	6	0	16	3	0	48	9	0	135 min.	56

Each item on the MEA measures a content standard and performance indicator based on Maine's *Learning Results*.

Due to copyright restrictions, we are unable to reproduce the reading selection for the following four items.

"To a Daughter Leaving Home"
from The Imperfect Paradise by Linda Pastan.
Published by W. W. Norton & Company, Inc.

This poem may be easily accessed for free on the "Poetry 180" web site at http://www.loc.gov/poetry/180/075.html.

Note: Three multiple-choice items have been released for this passage. A fourth item was deemed to have two possible correct answers and will not be released. This item was not counted in the computation of scores.

1. In line 3, the word **loping** refers to the

*66%	A. narrator.
18%	B. bicycle.
6%	C. daughter.
11%	D. path.

MC#: 1
Key: A
Type of Text: Literary
Cluster: Reading
Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
Performance Indicator: A4 - Students will be able to use specific strategies (e.g., reading, consultation) to clear up confusing parts of a text.

2. In lines 15 and 16, the narrator says that her daughter "grew smaller, more breakable." This phrase shows the narrator's

2%	A.	confusion.
11%	B.	excitement.
*73%	C.	concern.
14%	D.	pride.

MC#: 2
Key: C
Type of Text: Literary
Cluster: Reading
Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.
Performance Indicator: B6 - Students will be able to recognize the use of specific literary devices (e.g., foreshadowing, flashback, different time frames such as the future or the past).

3. In lines 15 through 24, the narrator suggests the daughter is riding faster to emphasize the

*70%	A.	daughter's desire for independence.
9%	B.	mother's difficulty in running beside her.
8%	C.	daughter's fear of falling off her bicycle.
12%	D.	mother's skill in teaching her daughter.

MC#: 3
Key: A
Type of Text: Literary
Cluster: Reading
Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.
Performance Indicator: B6 - Students will be able to recognize the use of specific literary devices (e.g., foreshadowing, flashback, different time frames such as the future or the past).

4. In the poem "To a Daughter Leaving Home," the narrator describes her feelings about teaching her daughter to ride a bicycle. Explain how the narrator uses this incident to reveal her feelings about her daughter leaving home. Use specific examples from the poem to support your answer.

CR#: 4
Type of Text: Literary
Cluster: Reading
Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.
Performance Indicator: B8 - Students will be able to apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

CONSTRUCTED-RESPONSE SCORING GUIDE

Percentage of Statewide Student Scores	Score	Description
18%	4	Response gives a well-developed explanation of how the narrator uses a bicycle-riding incident to reveal her feelings about her daughter leaving home. Response uses relevant and specific examples from the poem as support.
32%	3	Response gives a general explanation of how the narrator uses a bicycle-riding incident to reveal her feelings about her daughter leaving home, but response lacks some development or some specific supporting examples from the poem.
34%	2	Response gives a partial explanation of how the narrator uses a bicycle-riding incident to reveal her feelings, but response presents limited examples from the poem. Response may contain some misinterpretations.
13%	1	Response makes a vague attempt at some explanation about the daughter leaving home or gives a personal opinion with little or no support from the poem. OR Response gives a vague or minimal answer to the question.
1%	0	Response is totally incorrect or irrelevant.
1%	Blank	No response.
2.5	Statewide average student score.	

Training Notes for Constructed-Response Item 4

Training notes are not an exhaustive list. Readers scoring the student response can accept other examples the student offers that are supported by the passage.

Some examples of how the narrator uses a bicycle-riding incident to describe her feelings about her daughter leaving home:

- In lines 1-5, the daughter "wobbled away." The narrator is expressing some nervousness about the daughter possibly falling off the bicycle.
- In lines 6-8, the narrator is surprised that her daughter is riding so well and does not need her mother's support.
- In lines 11-13, the narrator is "waiting for the thud." The narrator is afraid of what might happen to her daughter on her own.
- In lines 13 and 14, the narrator "sprinted" to try to catch up. The narrator does not want to let go.
- In lines 15 and 16, the girl appeared "smaller, more breakable," which indicates that the narrator is worried as her daughter moves further and further away. The narrator is concerned that her daughter might get hurt.
- In lines 20-24, the narrator imagines her daughter waving goodbye. The narrator is wistful yet recognizes that the daughter's life continues on its own.

Sample 4-Point Response with Annotations for Constructed-Response Item 4

4.

The narrator uses this poem to reveal her feellings about her daughter leaving home because this was one of the first signs that her daughter was growing up.

First, the narrator is saying that her daughter has not yet learned how to ride her bike. This is very much like when her daughter was still living at home and could not defend for herself yet.

Second, the narrator explanes at as her hand was come off the bike she was expecting her daughter to fall but to her supprice her daughter kept going. This relates to when her daughter was in her teen years she might of had ot make a disition or do something that her mom thought she might have to help but to her supprice she didn't. That was another sign that her daughter was growing back.

Finally, when the little gril starts ride around cruvy paths at the park as her hair blew around the the back a nd waving **GOOD BYE** . This was the end. Her daughter was leaving; maybe for college.

In conclustion, The narrator used this moment to sume up her feelling about her daughter leaving home.

Summary annotation statement:

This response is thorough because it connects learning to ride a bike with leaving home, and it provides good support from the text. The student writes that the poem reveals the narrator's "feellings about her daughter leaving home because this was one of the first signs that her daughter was growing up." The student supports this statement with evidence from the text such as, "…her daughter has not yet learned how to ride her bike. This is very much like when her daughter was still living at home and could not defend for herself yet." The response also notes the narrator's expectation that the daughter would "…fall but to her supprice her daughter kept going" after the narrator's "…hand was come off the bike." The student ties this image to the daughter's future decision-making skills. Lastly, the student emphasizes the significance of the last four lines of the poem and connects "…waving **GOOD BYE**" to "Her daughter was leaving; maybe for college."

Sample 3-Point Response with Annotations for Constructed-Response Item 4

4.

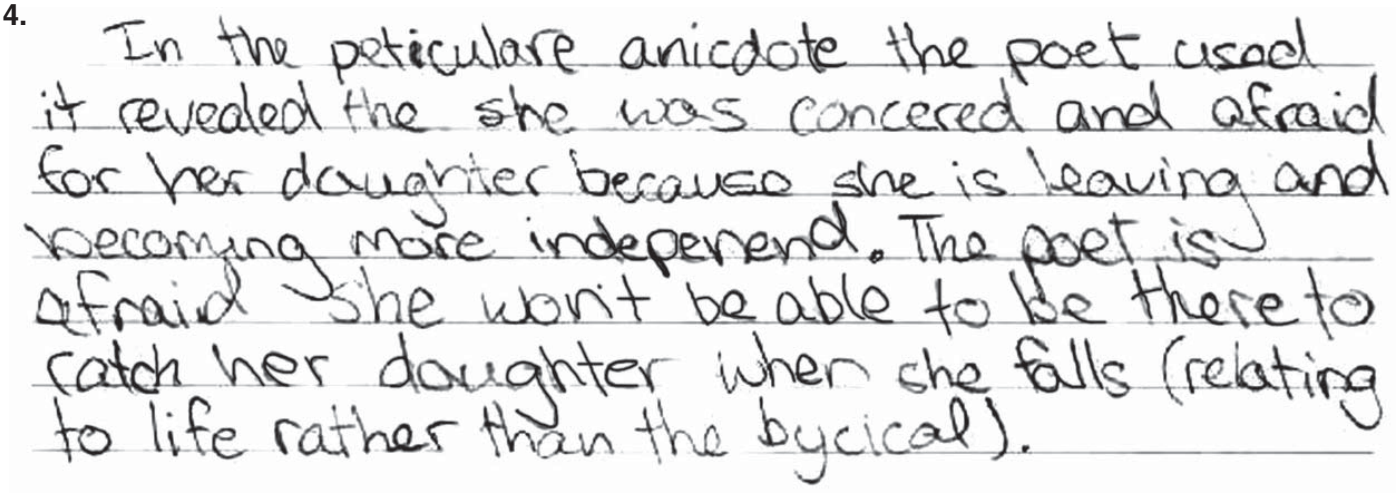
In the poem "To a Daughter Leaving Home," the narrator describes her feelings about teaching her daughter to ride a bicycle. The narrator uses this incident to reveal her feelings about her daughter leaving home. When her daughter was riding her bicycle, her mother wanted to run and catch up with her her mother did not want her daughter to leave too quickley.

Summary annotation statement:

The student provides a general understanding of the comparison between learning to ride a bike and leaving home. However, it lacks examples and details from the text. The first two sentences of the response simply repeat the provided question. The last sentence explains the image of the mother running to catch up to the daughter in the poem. The student connects this image to the narrator's feelings that "…the mother did not want the daughter to leave too quickley."

Sample 2-Point Response with Annotations for Constructed-Response Item 4

4.



Summary annotation statement:

This response gives a partial explanation of the comparison between learning to ride a bike and leaving home. He or she provides limited support from the poem. The student explains "…she was concered and afraid for her daughter because she is leaving and becoming more indepenend." He or she also explains "…she won't be able to be there to catch her daughter when she falls (relating to life rather than the bycical)."

Sample 1-Point Response with Annotations for Constructed-Response Item 4

4.

I think that the mother is feeling sad that her daughter is growing up and learning how to ride a bicicyle.

Summary annotation statement:

The student provides a minimal response with his or her opinion and little support from the text. The student writes, "I think that the mother is feeling sad that her daughter is growing up…"

Sample 0-Point Response with Annotations for Constructed-Response Item 4

4.

She is happy, sad, excited and nervous.

Summary annotation statement:

This response is irrelevant to the question being asked.

Jay Dickman is a professional freelance photographer. His photographic assignments have included six Super Bowls, the Olympic Games, trips down the Amazon River, and cruising under the Arctic ice on a U.S. Navy nuclear submarine. He has always brought back award-winning images. In this article, Jay Dickman explains how you can take great photos.

Picture Perfect

Jay Dickman

National Geographic magazine has sent me to photograph the far corners of the earth. But you don't have to travel far to find a gold mine of great photo ops.* They're here at home—Scout activities, sporting events, school functions and more.

As a photographer, you're an archivist, a historian. The pictures you take will be a document recording your history. So I'm here to help you make them the best they can be.

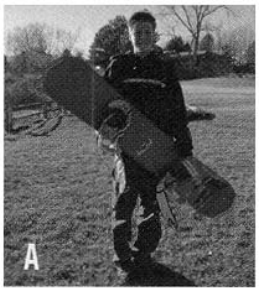
It's said that the average magazine reader looks at a photo in an article for less than a second. What professional tricks of the trade make someone spend longer with a photo? What makes them work?

Photography has been around for more than 100 years. Yet its basics—composition, exposure, visual interest—remain unchanged. I've selected a few of my photos and added thoughts on why I think the images work. Follow these basics, as I do, and I guarantee your photos will come out great.

10 TOP TIPS

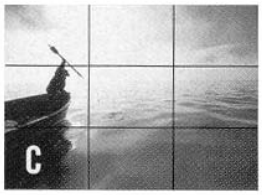
The photographer makes the photo, not the camera. Some of the best photos—ones that make me want to look and absorb what is going on in the frame—have been made by the simplest equipment. It's content that counts.

1. **Keep it simple.** Most good photos are simple. Everything going on in the frame is important to the image. Think of the camera viewfinder as an artist's canvas. A painter would not add a distracting element. So shoot only what's important to the image.
2. **Get close.** Move in, move in, move in. Fill the frame, your viewfinder, with the subject and what's interesting. It's better to crop a photo as you shoot it, not later. Most unsuccessful photos suffer because the photographer didn't physically move around to compose the photo. Instead, he let his eyes become a "zoom lens," moving in or out till the photo looked good—then wondered why his processed film looked nothing like what he remembered shooting.
3. **Get rock steady.** Cradle the camera using your left hand. Spread your feet a little wider than normal (shoulder-width or more). Make yourself a tripod by leaning against something or resting the camera on it. Then smoothly press the shutter button.
4. **Light it.** If you're photographing a person, indoors or outdoors, turn on the flash. It helps reduce harsh shadows, making everyone look better. (Good points with Mom if you're taking family shots.) See examples **A** and **B**.
5. **Keep it natural.** Get your subjects to do what they were doing before you arrived, performing what it was that attracted you to take their picture. Photographing active people creates more interesting photos than if everyone looks directly at the camera.



*ops – an abbreviation for the word "opportunities"

6. **Rule of thirds.** When composing a photo, divide the frame of the picture into thirds, vertically and horizontally. Then, place your subject where the lines intersect. Don't place your subject in the middle of the frame. See example **C**.



7. **Keep your background clean.** No clutter. Don't have a light pole growing out of Aunt Martha's head!
8. **Golden hour.** Shoot for the beautiful light right after sunrise and right before sunset. The soft, golden light makes your subject more interesting. If you must shoot midday, when the sun is at its highest and harshest, turn on the camera's flash. It will fill in, or brighten, the extreme shadows on your subject's face.
9. **Move around.** Don't shoot all your shots at the same distance. Move in, move out, move around. Look at different points of interest. Make your photos interesting, so people will want to look at them.
10. **Frame your subject.** Use trees, buildings, rocks, whatever is there. These help create visual interest and add to its story.

5. The **main idea** of the first paragraph is that

11%	A.	National Geographic sends photographers all over.
*81%	B.	good photographs can be taken almost anywhere.
6%	C.	good photographs are often taken at photo ops.
2%	D.	National Geographic takes photos at school functions.

MC#: 5
Key: B
Type of Text: Informational
Cluster: Reading
Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
Performance Indicator: A7 - Students will be able to summarize whole texts by selecting and summarizing important and representative passages.

6. What is the author's most important goal when taking photographs?

*85%	A.	to capture someone's attention
6%	B.	to use good equipment
7%	C.	to travel to unusual places
1%	D.	to receive numerous awards

MC#: 6
Key: A
Type of Text: Informational
Cluster: Reading
Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.
Performance Indicator: D3 - Students will be able to identify both the author's purpose and the author's point of view when reading expository information.

7. According to the article, what is the cause of most bad photographs?

12%	A.	the attitude of the photographer toward his or her subject
27%	B.	not using a flash to help reduce harsh shadows
10%	C.	not understanding the equipment being used
*52%	D.	the distance of the photographer from his or her subject

MC#: 7
Key: D
Type of Text: Informational
Cluster: Reading
Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
Performance Indicator: A8 - Students will be able to read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).

8. Which phrase **best** summarizes the advice in tip 8, "Golden hour"?

10%	A.	avoid shadows
7%	B.	photograph at dawn
*72%	C.	time of day matters
10%	D.	use your flash often

MC#: 8
Key: C
Type of Text: Informational
Cluster: Reading
Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
Performance Indicator: A7 - Students will be able to summarize whole texts by selecting and summarizing important and representative passages.

9. Using **three** of the author's "10 Top Tips," describe how photograph B could be improved. Explain why each tip you chose would improve photograph B.

CR#: 9
Type of Text: Informational
Cluster: Reading
Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.
Performance Indicator: D6 - Students will be able to describe new knowledge presented in informational texts and how it can be used.

CONSTRUCTED-RESPONSE SCORING GUIDE

Percentage of Statewide Student Scores	Score	Description
21%	4	Response thoroughly describes three appropriate ways that photograph B could be improved. Answer is well developed and fully explains why each tip would improve photograph B.
35%	3	Response generally describes three appropriate ways that photograph B could be improved. Explanation lacks some development as to why each tip would improve photograph B. OR Response thoroughly describes two appropriate ways that photograph B could be improved. Answer is well developed and fully explains why each tip would improve photograph B.
32%	2	Response partially describes two or three ways that photograph B could be improved. Explanation is limited as to why each tip would improve photograph B, and may contain some misinformation. OR Response generally describes one appropriate way that photograph B could improved. Explanation lacks some development as to why the tip would improve photograph B.
10%	1	Response makes a vague attempt at some description of a way that photograph B can be improved or gives a personal opinion with little or no support from the passage. OR Response gives a vague/minimal answer to the question.
1%	0	Response is totally incorrect or irrelevant.
1%	Blank	No response.
2.63	Statewide average student score.	

Training Notes for Constructed-Response Item 9

Training notes are not an exhaustive list. Readers scoring the student response can accept other examples the student offers that are supported by the passage.

Some of the ways photograph B could be improved using the 10 Top Tips:

1. keep it simple…the large skateboard/snowboard can be seen as distracting and can be removed to keep the focus on the boy
2. get close…the features of the boy's face could be clearer
3. get rock steady….the picture is blurry, could be clearer
4. eliminate shadows…the boy's face can be seen as having shadows
5. natural…the boy is just standing and looking into the camera – more interesting picture would be an action (skateboarding/snowboarding) shot
6. rule of thirds…the boy is in the middle of the frame
7. clean background…the trees and shrubs give photo a cluttered appearance
8. golden hour…the lighting would be better if it were the softer light right after or before sunrise
9. move around…the photo suggests that the photographer was not moving around trying for better angles
10. framing…the boy is not framed in a way that adds visual interest

Sample 4-Point Response with Annotations for Constructed-Response Item 9

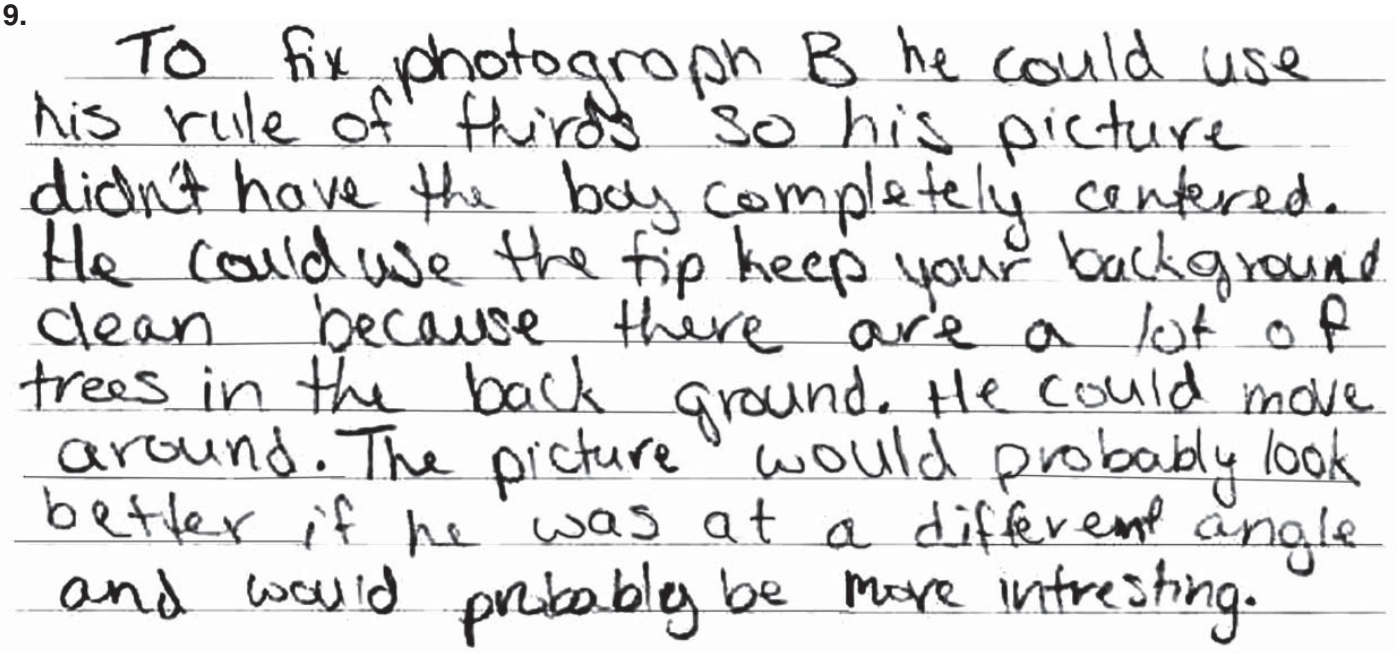
9. The three rules I would use to make image B. look better would be rule number two "Get Close" I would use this rule because it looks close but you can't see the boys face that great so he could get closer. I would also use rule number eight because evan in image B. the boy still has some shadow on his face. I would use rule number Five because the boy looks like a rock and is not natural. The photo should have been taken like when he was accually snow boarding.

Summary annotation statement:

This response provides the three tips on how the photograph can be improved supported with specific reasons for why the tip was chosen for improvement. Specifically, the student indicated that the "'Get Close"' rule would help "because it looks close but you can't see the boys face that great…" He or she also recommends "rule number eight because evan in image B the boy still has some shadow on his face." Lastly the student notes "the boy looks like a rock and not natural," so rule five would improve the photo.

Sample 3-Point Response with Annotations for Constructed-Response Item 9

9.



Summary annotation statement:

This response provides three tips on how the photograph can be improved with a general explanation on why the tips would improve the photograph. For example the student writes, "He could use the tip keep your background clean because there are a lot of trees in the back ground." The explanation lacks some development and specifics.

Sample 2-Point Response with Annotations for Constructed-Response Item 9

9.

Photograph B could use the Rule of Thirds. It doesn't look to interesting with the boy standing in the middle. I also think it's a little cluttered. There are to many trees in the picture. I also think it could use some different angles. It look to plain.

Summary annotation statement:

This response explains what is wrong with the photograph, but doesn't clearly explain the tips to improve it. For example, the student writes, "I also think it could use some different angles. It look to plain."

Sample 1-Point Response with Annotations for Constructed-Response Item 9

9. Have the boy look natural, move around a little, and Zoom out a little bit.

Summary annotation statement:

This response is a minimal attempt at listing some rules to improve the photo. The student gives some suggestions but no support from the text.

Sample 0-Point Response with Annotations for Constructed-Response Item 9

9. This is about People looking at taking Pictures of Snow Boards. So People will Be intersted in them and want to look at them.

Summary annotation statement:

The student's response is irrelevant to the question.

Fire Down Below

A. T. McPhee

Hundreds of fires deep underground rage throughout the world, damaging the environment and threatening life at the surface.

Two-hundred-foot flames soared at the edge of Glenwood Springs, Colo., about 200 kilometers (125 miles) west of Denver, last June. Officials evacuated hundreds of homes; their owners had to find temporary shelter far from the reaches of the flames.

1

"This is scary," resident Jean Martensen told *The Glenwood Post*, her local newspaper, as the blaze crept toward her town. The fire, called the Coal Seam Fire, was one of nearly 350 that torched more than 161,880 hectares (400,000 acres) of land last summer from Colorado to California.

2

Most fires in the West were caused by lightning strikes. People also started some. But the fire that threatened Glenwood Springs was started by a fire in a ribbon of coal, called a *coal seam*, deep underground. That underground fire has been burning for more than 40 years.

3

FIRESTARTERS

The underground fire that started the Coal Seam Fire is one of hundreds now burning throughout the world. An underground fire can start when lightning ignites a coal seam near the surface. *Spontaneous combustion* is another common cause of underground fires. Spontaneous combustion is the natural starting of a fire without the application of external heat.

Spontaneous combustion can occur in a coal seam where oxygen exists in the cracks and crevices around it. *Pyrite* and other minerals in the coal undergo a chemical reaction called *low-temperature oxidation*, in which they combine with the oxygen and give off heat. If an area of oxidizing coal reaches an *ignition temperature* of 200 degrees Celsius (392 degrees Fahrenheit), it can suddenly burst into flames.

5

As a coal seam burns, it turns to *ash*, a powder similar to the leftover ashes in a fireplace. Ash can't support the weight of rock layers above it. Eventually, the layers collapse. When they do, cracks and crevices form in the ground and allow more oxygen to get through. The oxygen continues to feed the fire.

Underground fires can burn for hundreds, even thousands, of years. A fire inside Burning Mountain in Australia is believed to have been burning for 2,000 years. Visitors commonly mistake the mountain for a volcano because of smoke coming from the fire.

FIRE TOWN

People can also cause underground fires. One such fire has been burning below Centralia, Pa., since 1961.

The Centralia fire started when flames from a small pile of burning trash ignited a coal seam near the surface. Centralia was then a busy coal-mining town, home to about 1,100 people. Officials first thought the fire would burn itself out, but when it didn't, people started leaving.

Only 15 people live there now. With millions of tons of unburned coal remaining beneath Centralia, the fire might not burn out for decades.

LONG-TERM BURNS

People who live above underground fires put themselves at risk because burning coal gives off a number of harmful gases, including *carbon monoxide* (CO), a colorless, odorless gas. When inhaled, CO attaches quickly to oxygen molecules in the bloodstream. That attachment robs the body of oxygen.

Health officials say exposure to small amounts of CO can lead to headaches, joint and muscle pain, memory loss, and seizures. Exposure to large amounts of the gas can cause death within minutes.

Underground coal fires also release *carbon dioxide* (CO_2), a gas that is slowly building up in the atmosphere and thought to be causing global warming. Hundreds of underground fires in China release as much CO_2 each year as all the cars and small trucks in the entire United States.

13

PUTTING THEM OUT

When gases from an underground fire put people at risk, officials may try to extinguish the fire. Before doing that, firefighters must know the precise location and size of the fire.

To gather that information, geologists use satellites equipped with devices, called *thermal imaging units*, that measure the amount of heat coming from Earth's surface. Thermal imaging units far above Earth can scan large areas and pinpoint the size and location of underground coal fires.

To put out an underground coal fire, firefighters may drill holes around the burning area. They pour into the holes a cement mixture similar to concrete to create a fireproof barrier around the fire.

Firefighters can also drill holes directly into a coal seam or coal mine. They can then inject a firefighting foam into the hole to extinguish the flames. Neither method works every time, however, and both are expensive.

STAYING PUT

Carbon monoxide poisoning isn't the only danger to living above an underground fire. The fire can cause the ground to cave in, injuring or killing anyone on the collapsed ground.

Lamar Mervine, the 84-year-old mayor of Centralia, doesn't think that will happen to his town. He plans to stay as long as he lives.

"We like it here," Mervine told the Pittsburgh *Tribune-Review*. "This is the nicest town in the region. And there is no reason for us to move. None whatsoever."

10. What is the **main** purpose of the first three paragraphs?

5%	A.	to tell about the dangers of lightning strikes
*66%	B.	to introduce the subject of underground fires
20%	C.	to talk about some causes of major fires
8%	D.	to provide news about Glenwood Springs

MC#: 10
Key: B
Type of Text: Informational
Cluster: Reading
Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
Performance Indicator: A8 - Students will be able to read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).

11. According to the article, what is the **most** common cause of fires in the West?

22%	A. coal mines
3%	B. careless people
1%	C. arson
*74%	D. lightning

MC#: 11
Key: D
Type of Text: Informational
Cluster: Reading
Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
Performance Indicator: A8 - Students will be able to read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).

12. Paragraph 5 **mainly** focuses on

16%	A.	listing the primary causes of deadly underground fires.
*62%	B.	explaining the conditions needed for spontaneous combustion.
13%	C.	comparing spontaneous combustion to other causes of fires.
9%	D.	describing the importance of knowing ignition temperatures.

MC#: 12
Key: B
Type of Text: Informational
Cluster: Reading
Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
Performance Indicator: A7 - Students will be able to summarize whole texts by selecting and summarizing important and representative passages.

13. According to the article, the oxygen necessary to feed underground fires comes from

8%	A.	leftover ash.
17%	B.	oxidized coal.
3%	C.	rock layers.
*72%	D.	cracks and crevices.

MC#: 13
Key: D
Type of Text: Informational
Cluster: Reading
Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
Performance Indicator: A8 - Students will be able to read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).

14. The **main** dangers of living above an underground fire are cave-ins and

*78%	A.	carbon monoxide poisoning.
5%	B.	low-temperature oxidation.
10%	C.	carbon dioxide poisoning.
7%	D.	spontaneous combustion.

MC#: 14
Key: A
Type of Text: Informational
Cluster: Reading
Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
Performance Indicator: A8 - Students will be able to read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).

15. In paragraph 13, the mention of hundreds of underground fires in China **mainly** serves to

6%	A.	persuade the reader to help eliminate global warming.
4%	B.	warn the reader about the dangers of traveling to China.
*63%	C.	emphasize how dangerous these fires are to the environment.
27%	D.	explain how carbon dioxide is released into the atmosphere.

MC#: 15
Key: C
Type of Text: Informational
Cluster: Reading
Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.
Performance Indicator: D3 - Students will be able to identify both the author's purpose and the author's point of view when reading expository information.

16. Which of the following would a thermal imaging unit be **most** useful in locating?

15%	A.	a major deposit of coal inside rock layers
4%	B.	a train car loaded with coal on a deserted track
*71%	C.	a burning coal seam beneath a range of foothill mountains
8%	D.	an underground lake surrounded by coal mines

MC#: 16
Key: C
Type of Text: Informational
Cluster: Reading
Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
Performance Indicator: A8 - Students will be able to read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).

17. Based on information in the article, what is **most likely** true of coal seam fires?

*63%	A.	They burn slowly but very steadily.
8%	B.	They burn quite slowly but have little smoke.
15%	C.	They burn fast and can be very hot.
14%	D.	They burn for decades and are easily put out.

MC#: 17
Key: A
Type of Text: Informational
Cluster: Reading
Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
Performance Indicator: A7 - Students will be able to summarize whole texts by selecting and summarizing important and representative passages.

18. In your own words, explain what causes underground fires and how they can be extinguished. Use information from the article to support your answer.

CR#: 18
Type of Text: Informational
Cluster: Reading
Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.
Performance Indicator: D6 - Students will be able to describe new knowledge presented in informational texts and how it can be used.

Percentage of Statewide Student Scores	Score	Description
15%	4	Response thoroughly explains what causes underground fires and how they can be extinguished. Answer is well developed and provides relevant supporting information from the article.
26%	3	Response generally explains what causes underground fires and how they can be extinguished. Answer lacks some development or specific support from the article.
36%	2	Response partially explains what causes underground fires and/or how they can be extinguished. Answer provides limited support from the article and may contain some misunderstandings or be unclear.
16%	1	Response gives a vague or minimal answer to the question.
6%	0	Response is totally incorrect or irrelevant.
2%	Blank	No response.
2.25	Statewide average student score.	

Training Notes for Constructed-Response Item 18

Training notes are not an exhaustive list. Readers scoring the student response can accept other examples the student offers that are supported by the passage.

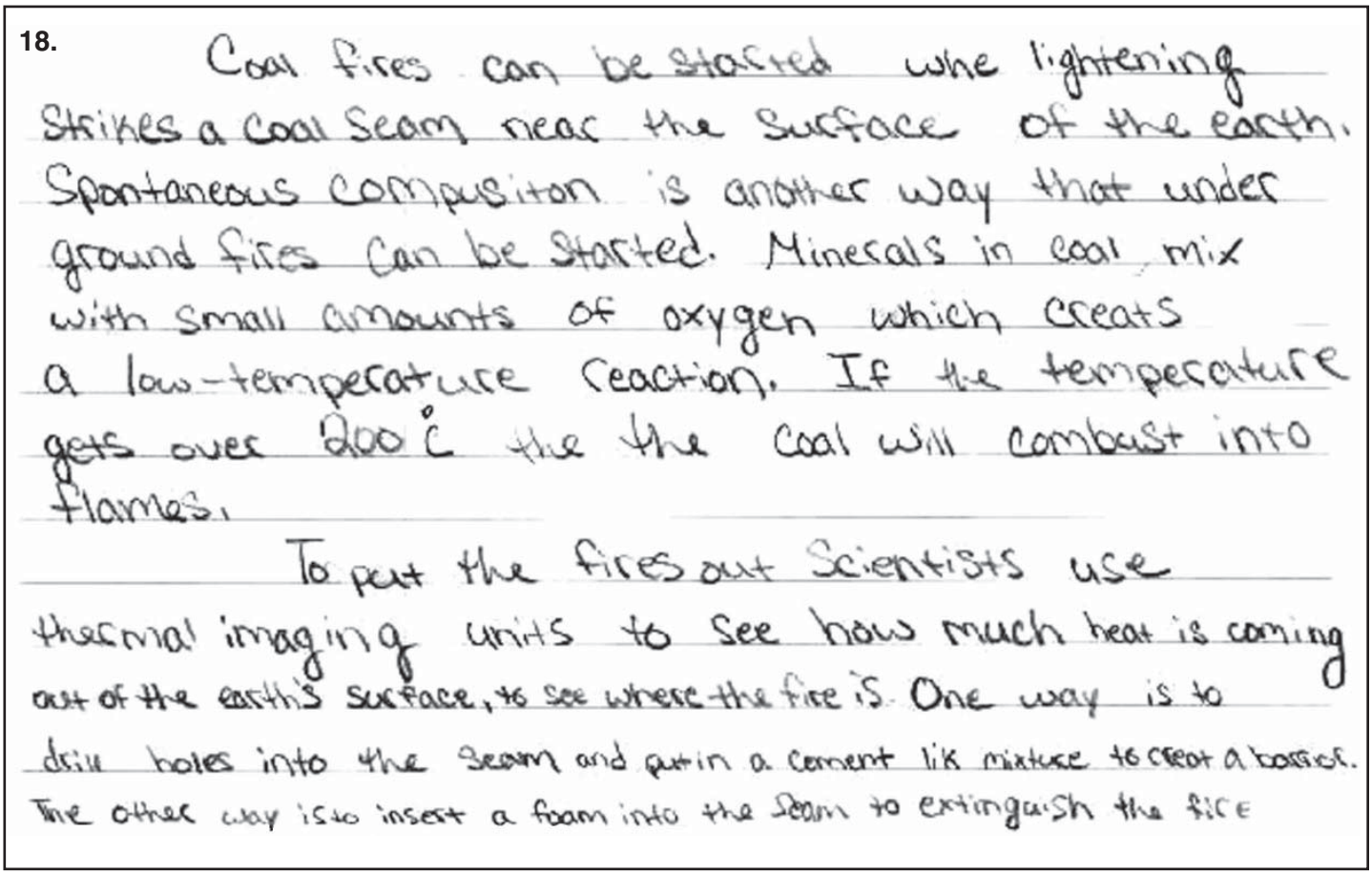
Some of the causes of underground fires:

- An underground fire can start when lightning ignites a coal seam near the surface.
- Spontaneous combustion is another common cause of underground fires.
- People can also cause underground fires—such as in Centralia, Pa. In that town a small pile of burning trash ignited a coal seam near the surface.

Some of the ways underground fires can be extinguished:

- Firefighters can drill a hole around the burning underground fire and pour cement in it.
- Firefighters can drill holes directly into a coal seam and inject a firefighting foam into the hole.

Sample 4-Point Response with Annotations for Constructed-Response Item 18



18.

Coal fires can be stasted whe lightening Strikes a coal seam neac the surface of the earth. Spontaneous compusiton is another way that under ground fires can be started. Minecals in coal mix with small amounts of oxygen which creats a low-temperature reaction. If the tempecature gets over 200°C the the coal will combust into flames.

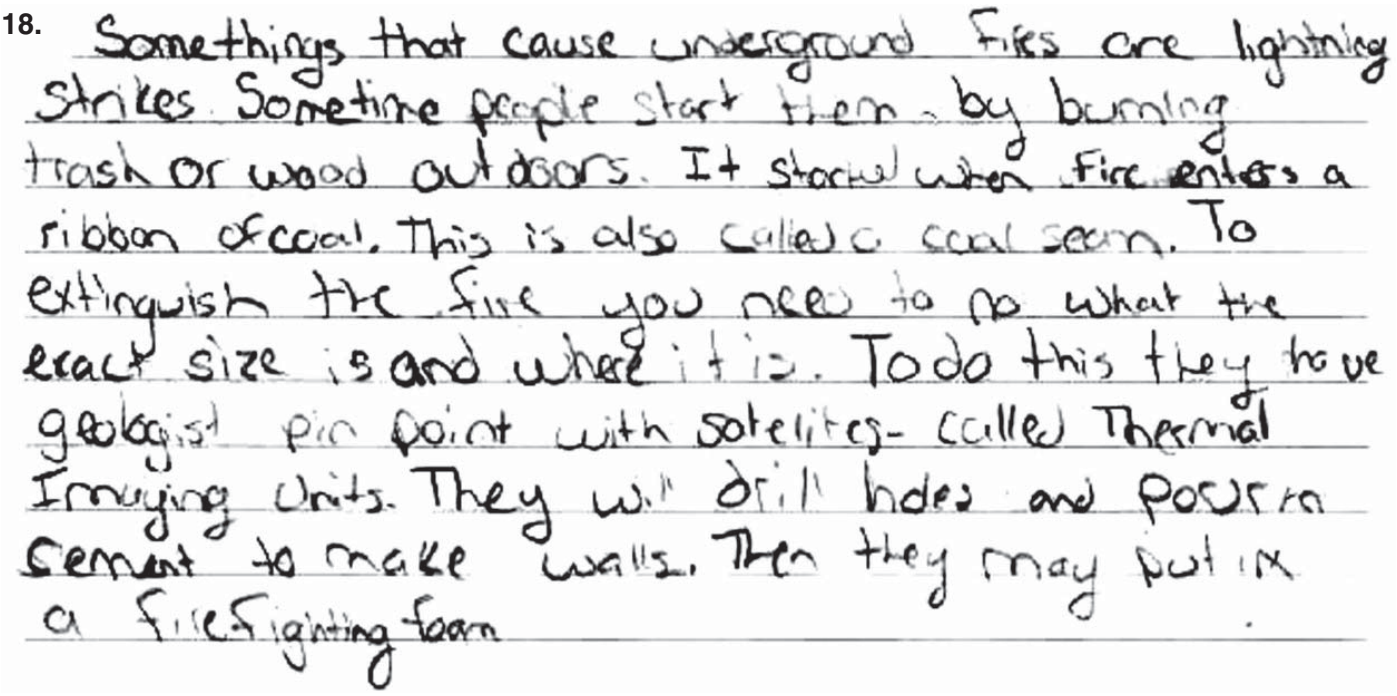
To put the fires out Scientists use thecmal imaging units to see how much heat is coming out of the earth's surface, to see where the fire is. One way is to drill holes into the seam and put in a cement lik mixtuse to creat a barrier. The other way is to insert a foam into the seam to extinguish the fire

Summary annotation statement:

This response is thorough in that the student responded to both parts of the question by using information from the article. First the question asks for the cause of underground fires and the student provides two examples. Specifically, the student indicated that "Coal fires can be started whe lightening strikes a coal seam near the surface of the earth." The student also states "Spontaneous compusiton is another way that under ground fires can be started." The second part of the question asks how the fires can be extinguished and the student states "…Scientists use thermal imaging units to see how much heat is coming out of the earth's surface…to drill holes into the seam and put in a cement lik mixture to create a barrier," or inserting fire-extinguishing foam.

Sample 3-Point Response with Annotations for Constructed-Response Item 18

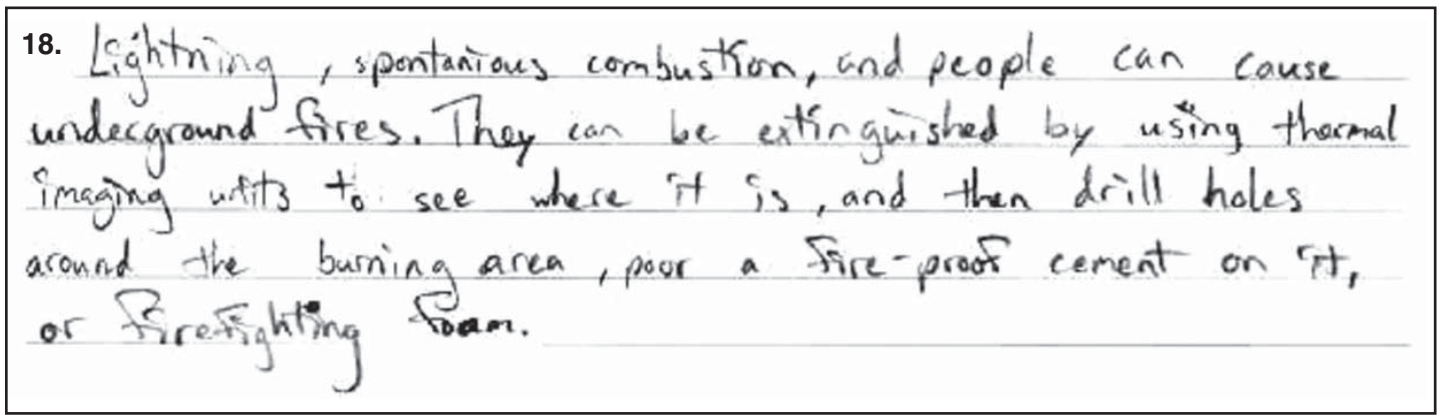
18.



Summary annotation statement:

This response provides two examples of how underground fires are started. For example the student writes, "Somethings that cause underground fires are lightning strikes. Sometime people start them by burning trash or wood outdoors." The student also provides information about how these fires may be extinguished. The student explains the use of thermal imaging, drilling and pouring "cement to make walls" and "firefighting foam." The explanation lacks some development and specific detail.

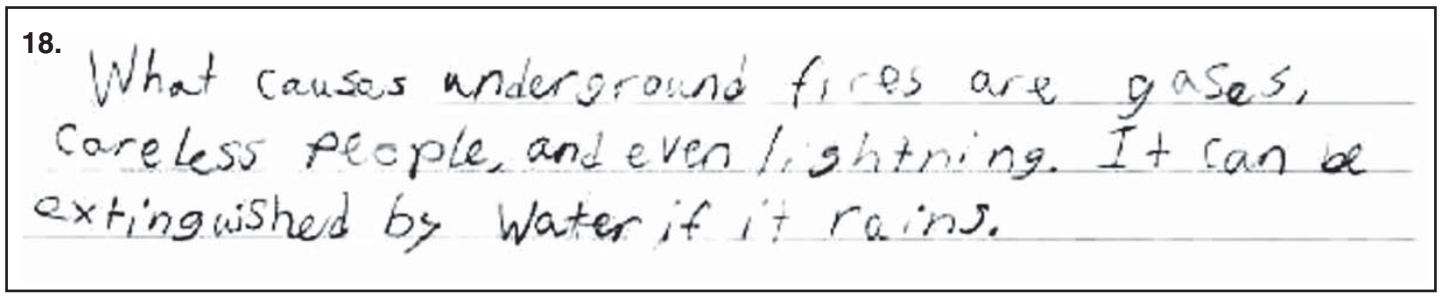
Sample 2-Point Response with Annotations for Constructed-Response Item 18


18. Lightning, spontanious combustion, and people can cause underground fires. They can be extinguished by using thermal imaging units to see where it is, and then drill holes around the burning area, poor a fire-proof cement on it, or Firefighting foam.

Summary annotation statement:

This response is limited in its explanation of what causes underground fires and how they can be extinguished. For example, the student writes, "Lightning, spontaneous combustion, and people can cause underground fires." The student does not elaborate on this statement.

Sample 1-Point Response with Annotations for Constructed-Response Item 18


18. What causes underground fires are gases, careless people, and even lightning. It can be extinguished by water if it rains.

Summary annotation statement:

This response is minimal when the student provides the causes of underground fires, "…gases, careless people, and even lightning." The information telling us how to extinguish the fires "by water if it rains" is incorrect.

Sample 0-Point Response with Annotations for Constructed-Response Item 18

18. The underground fires are caused by volcanos, and the atmosphere and they can be extinguished by the smoke which are erupted by volcanos or fire. While the smoke is in the atmosphere people can get sick from the smoke. If the lighting stricks the ground than the ground would break in half like earthquakes

Summary annotation statement:

The student's response is incorrect.